

Return to Learn for Students with IEPs

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Michigan Department of Education Office of Special Education



Priority 1 for Fall 2020

1. Prior to the start of the school year, or as soon as possible, ensure each student with an IEP has a current offer of a Free Appropriate Public Education (FAPE).
 - a. Reference to the contingency learning plan should be written into the supplemental aids and services section of the IEP
 - b. Include events which may trigger the implementation of the contingency learning plan

Priority Number 1 for Fall 2020 (continued)

- Possible triggering events may include:
 - The district is placed in a Phase I, II or III either by EO or community decision
 - The district chooses a remote mode of instruction during Phase IV, V or VI
 - A parent chooses to keep the student home due to health and safety issues
 - Student illness due to COVID-19
 - Household member quarantined due to exposure to COVID-19

Priority Number 2 for Fall 2020

2. Develop a contingency learning plan for each student with an IEP ages three to 26, to be implemented when the full offer of a FAPE cannot be provided
 - Like a behavior intervention plan, the contingency learning plan is developed in accordance with the IEP as a separate document and is implemented in tandem with the IEP.

Priority Number 2 for Fall 2020 (continued)

- For districts in Phase IV, V, or VI *choosing* to operate remotely:
 - IEP teams must first consider the student's needs and a range of alternate learning strategies including those for hands-on or in-person, that would otherwise be provided if districts were convened in a brick and mortar setting
 - Contingency learning plans may need to include in-person services based on student need
 - In the event the district is not able to provide in-person, services may need to be suspended and recovery or compensatory education services may need to be provided when districts return to in-person instruction.

Priority Number 3 for Fall 2020

3. Consider the need for parent counseling and training as a related service to assist parents in acquiring the skills necessary to support the implementation of their child's IEP.
 - Parent counseling and training is intended to benefit the child by helping them make greater gains toward meeting IEP goals and objectives because important learning supports will be provided both at school and at home.

Priority Number 4 for Fall 2020

4. Complete informal assessments for each student with an IEP to determine the current instructional level of all identified areas of need, which may include new or emerging needs.
 - IEP teams should consider information and data collected prior to and during the interruption of instruction, including observations and information provided by the parents, and any formal or informal assessment data.

Priority Number 5 for Fall 2020

5. Review the actual impact of the COVID-19 pandemic and determine whether recovery services may be warranted, by December 2020
 - Review student level data the in context of the universal loss for all students (same grade or age peers)
 - March 2020
 - June 2020
 - Consideration of any summer learning or ESY participation
 - Fall 2020 informal assessments of identified areas of need, including any new or emerging needs

Priority Number 5 for Fall 2020 (continued)

- A reference to determined recovery services, may be written into the contingency learning plan.
- It may be necessary to clarify that given a change in the mode of instruction, some recovery services may need to be suspended until districts are able to provide in-person instruction.

Priority Number 6 for Fall 2020

6. Prioritize recovery services for those students who received little or no special education services, or they have newly identified areas of need, since March 2020
 - Consider students who:
 - did not receive special education services,
 - were unable to access services during learning from a distance,
 - have newly identified needs.

NOTE: The IDEA Part B requirements include children 3-5 years of age

Questions?
Comments?



Questions are the path to learning

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